

Abstract

The purpose of the paper is to explore American students' experiences of a faculty-led study abroad program in France and in England. The authors describe the beneficial aspects of study abroad for in-service and preservice teachers—including developing intercultural understandings necessary for teachers to create culturally relevant spaces in their current and future classrooms. This work may also provide faculty with considerations for implementation of future study abroad programs.

Keywords: Study abroad, literacy, culture, travel, international, intercultural understandings